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ABSTRACT

A checklist developed by the Austin Early Childhood Special Education Program to help teachers assess handicapped students ages 4-7 and plan learning activities is presented. The checklist is comprised of 127 performance statements for six areas of development: perceptual skills, motor skills, self help skills, social and emotional skills, language skills, and pre-academic skills. Each section includes instructions for administering the assessment and a list of materials needed. (CL)

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The Austin Early Childhood Special Education Program

CASIS TEACHER CHECKLIST

4-7 YEARS

Outreach Project
Austin Early Childhood Special Education
Austin Independent School District

Fall, 1976

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CASIS TEACHER CHECKLIST

4-7 Scale

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1974

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General Instructions

Overview

The Casis Teacher Checklist, CTC, has been organized into six sections; pre-academic, perceptual, motor, self-help, social-emotional, and language skills. This checklist is primarily designed to assist the teacher in determining a child's level of functioning and to help her in designing appropriate learning activities for that child.

Test Materials

The CTC consists of two checklists, a 0-4 scale and a 4-7 scale, including instructions for administering each of the scales. Materials and equipment needed for many of the items on each scale are normally found in a classroom. Some items require teacher-made materials which should be prepared by the teacher before testing begins. Each item which requires teacher-made equipment and materials will be marked with an asterisk in the instructions. A list of materials needed for each section is included at the beginning of that section.

Time Requirements

It is expected that the entire checklist can be administered in less than 2 hours time. It is not necessary to assess a child completely in one day, however, any section begun on a given day should be completed that day.

Rules of Administration

Starting: The teacher should choose the instrument (either 0-4 or 4-7) she feels is most appropriate for the child she is assessing. If there is doubt about whether a child is functioning between 4 and 7 years, the teacher should begin with the 0-4 scale.

Uneven Functioning: If the child functions between 4 and 7 years in some areas but not in others, take those sections from the 0-4 scale that are appropriate and substitute them for the comparable 4-7 scale sections. Similary if the child functions below 4 years in most areas but not in others take those sections from the 4-7 scale that are appropriate and add them to the comparable 0-4 scale sections.

Stopping: The teacher should stop in a section when the child receives a "No" on five consecutive items in that section.

Assessors: 1) Only teachers should administer the CTC. The teacher who begins a particular section should complete that section herself, however, both teachers in a classroom should assess every child.

Observation: Items requiring teacher observation should be scored as representing the child's typical production or performance, not an extreme performance.

Recording Responses: 1) Criteria for scoring "yes" will be given in the instruction manual. 2) Score "emerging" whenever the child gives a response which partly meets the criteria. 3) Note characteristics of "emerging" and "yes" responses in the comments section.

4-7 Scale

CASIS TEACHER CHECKLIST

Name _____
(last) (first)

Sex M F

Birthdate _____

Address _____

Telephone _____

School _____

Examiner(s) _____

Sections	Date of Completion Pre	Post
Perceptual	_____	_____
Motor	_____	_____
Self-Help	_____	_____
Social Emotional	_____	_____
Language	_____	_____
Pre-Academic	_____	_____

10

10-A

Perceptual Skills Materials List (4-7 Scale)

Item No.

1. Flannel shapes (all same color), 2 each triangle, circle, square, star, heart

3. toy cup, 1" cube block, scissors

4. four-piece puzzle

5. Montessori cylinders (same height-different circumferences)

*6. ditto sheet showing a "+"; paper, pencil

7. 1" cube blocks (3)

8. 1" cube blocks, 2 each of red, blue, purple, yellow, orange, green; 6 containers (such as margarine dishes)

9. five to seven-piece puzzle

10. nesting boxes

11. pencil, paper

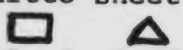
12. pencil, paper

13. pictures of hat, dog, plane, cake, ball

14. 12-piece puzzle

15. cube blocks; design card for cube blocks

*16. sheet of paper showing a ; pencil; tracing paper

*17. ditto sheet showing the following:

10, 6, 4, 7
C, T, K, L, H, O
pencil; paper

*18. ditto sheet showing maze; pencil; paper

19. paper, crayons

20. 17-piece puzzle

Item No. Instructions

PERCEPTUAL SKILLS

1. The teacher has a set of 2 triangles, circles, squares, stars and hearts of the same color flannel. One set is on the table in front of the child. The other set is on a felt board. The teacher points to one of the shapes and asks the child to find one like it. Yes = 5 of 5

2. Practice with 6-3-1. Then do 5-2-4 for the actual check. (1 second intervals)

3. The teacher presents the following objects in the sequence of:
   cup, 1" cube, scissors
   Let the child look at them for 5 seconds. Remove them and then ask the child to reproduce the sequence. Yes = 1 out of 2.

4.

5.

*6. The teacher gives the child a piece of paper and a pencil. She shows him a ditto sheet with a (+) on it and asks him to make one like it. Attach the child's work.

7. The teacher builds one then gives the child three blocks to copy her bridge.

8. The teacher has six containers and 12 1" cubes -- 2 each of red, blue, purple, yellow, orange and green. She puts one block of each color in each container and gives the child the other six to sort and match into appropriate containers. Yes = 6 of 6

9.

10. Give the child the nesting boxes already assembled. Tell him to take them apart and put them back together.

11. The teacher gives the child a pencil and a piece of paper. Ask him to write his first name. May have to verbally prompt: "Write, 'Mark'."

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PERCEPTUAL SKILLS							
1.	Matches forms (4 yrs)							
2.	Repeats a series of 3 random digits correctly (4 yrs)							
3.	Reproduces sequence of 3 objects seen for 5 seconds (4 yrs)							
4.	Puts together a four piece puzzle (4 yrs)							
5.	Takes apart and replaces the Montessori cylinders (4 yrs)							
6.	Copies a + (4 yrs)							
7.	Imitates teacher's bridge patterns (3 blocks) (4 yrs)							
8.	Matches colors (5 yrs)							
9.	Puts together a 5 to 7 piece puzzle (5 yrs)							
10.	Takes apart and puts back together the nesting boxes (5 yrs)							
11.	Prints first name without model (5 yrs)							

4-7

Item No.	Instructions
	PERCEPTUAL SKILLS
12.	The teacher gives the child a piece of paper and a pencil and asks him to write a 3, then a 5, and so on with 6, 2, 4, 1, 9, 8, 10, 7 in that order.
13.	Have the following pictures: hat, dog, plane, cake, ball. Let the child look at them for 5 seconds. Remove them and then ask the child to name. Yes = 5 correct
14.	
15.	The child's design must be constructed beside the pattern.
*16.	The child is given a piece of paper with a large diamond drawn on it, a piece of tracing paper and a pencil. Then he is asked to trace it. Paperclip the two pieces together for the child to trace. Attach the child's work.
*17.	The teacher gives the child a pencil and paper and has him copy the following from a ditto sheet: square, triangle 10, 6, 4, 7 C,T, D,L,H,O Cover all but the one he's doing if he gets confused. Attach the child's work.
*18.	
19.	Give child a piece of paper and a box of crayons and have him draw a picture. Attach the work--write any comments the child makes.
20.	

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PERCEPTUAL SKILLS CONT'D							
12.	Prints numbers 1-10 without a model (6 yrs)							
13.	Names 5 pictures seen for 5 seconds (6 yrs)							
14.	Puts together a 12 piece puzzle (6 yrs)							
15.	Copies block design from a card (6 yrs)							
16.	Traces a ◇ (6 yrs)							
17.	Copies shapes, numbers and letters (6 yrs)							
18.	Can complete a printed maze (6 yrs)							
19.	Draws representational pictures (6 yrs)							
20.	Does a 17 piece puzzle (7 yrs)							

Motor Skills Materials List (4-7 Scale)

Item No.	
21	large ladder
22.	stairs
24.	masking tape
25.	swing
27.	1" cube blocks
28.	paper; crayons
29.	construction paper; scissors
30.	construction paper; scissors

Item No.	Instructions
	MOTOR SKILLS
21.	Have child climb up and down ladder.
22.	
23.	
24.	Put two pieces of tape on floor about 2 feet apart. Have child run and jump over them.
25.	
26.	Demonstrate or explain somersaults, if necessary.
27.	
28.	
29.	Use construction paper or something that is a little bit stiff.
30.	Using construction paper draw a straight or curved line and have the child cut on the line.
31.	
32.	
33.	

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	MOTOR SKILLS							
21.	Reciprocally climbs bars on ladder (48 mos)							
22.	Alternates feet coming downstairs (48 mos)							
23.	Balances on one foot 8 seconds (48 mos)							
24.	Runs and jumps broad jump of about 2 feet (48 mos)							
25.	Swings self (48 mos)							
26.	Turns somersault (48 mos)							
27.	Stacks 10 or more cubes (48 mos)							
28.	Draws a face with 3 features (48 mos)							
29.	Cuts with scissors (not following line) (48 mos)							
30.	Cuts following an already drawn line (5 yrs)							
31.	Stands on 1 foot 10 seconds (5 yrs)							
32.	Hops on 1 foot 2-3 times in a row (5 yrs)							
33.	Skips on alternate feet (5 yrs)							

Item No.	Instructions
	MOTOR SKILLS
34.	

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	MOTOR SKILLS CONT'D							
34.	Heel toe walk-backwards (6 yrs)							

Item No.	
43.	lacing shoe (or child's own shoe)
50.	lacing shoe (or child's own shoe)

Item No.	Instructions
	SELF-HELP SKILLS
35.	
36.	Child must remove all clothing.
37.	Have tied shoes untied and partially unlaced.
38.	Observe during lunch, have meat cut.
39.	Observe during lunch, cooking activity, or in home center. Check grasp.
40.	
41.	
42.	
43.	Use lacing shoe with long laces with tips.
44.	
45.	Observe during lunch.
46.	

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SELF HELP SKILLS							
35.	Cares for self at toilet - such as wiping self, flushing toilet with assistance (4 yrs)							
36.	Undresses self unassisted (4 yrs)							
37.	Child pulls on shoes and socks unassisted (4 yrs)							
38.	Feeds self independently with no supervision (4 yrs)							
39.	Spreads butter on bread with knife (4 yrs)							
40.	Uses a fork appropriately (4 yrs)							
41.	Drinks neatly from cup using handle (4 yrs)							
42.	Conforms to appropriate table manners (4 yrs)							
43.	Laces shoes unassisted (5 yrs)							
44.	Distinguishes front and back of clothing (5 yrs)							
45.	Accepts, chews, and swallows a variety of foods both hot and cold (5 yrs)							
46.	Washes hands and face unassisted (5 yrs)							

Item No.	Instructions
	SELF-HELP SKILLS
47.	Child puts toothpaste on brush, brushes, rinses mouth.
48.	
49.	
50.	Child ties own shoe or lacing shoe.
51.	Observe during lunch.

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SELF HELP SKILLS CONT'D							
47.	Brushes teeth without assistance (5 yrs)							
48.	Uses bathroom unassisted (6 yrs)							
49.	Dresses and undresses alone with fasteners (6 yrs)							
50.	Ties shoe lace (6 yrs)							
51.	Cuts with a knife (6 yrs)							

Item No.	Instructions
	SOCIAL AND EMOTIONAL SKILLS
52.	
53.	For example, putting away toys, setting table, etc.
54.	
55.	
56.	
57.	
58.	
59.	
60.	
61.	

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SOCIAL-EMOTIONAL SKILLS							
52.	Interacts with playmates (4 yrs)							
53.	Helps with adult activities in classroom (4 yrs)							
54.	Goes on errands alone outside classroom (4 yrs)							
55.	Shows sympathetic response to injury or sadness of others (4 yrs)							
56.	Shows pride in his increasing abilities (4 yrs)							
57.	Transitions are less difficult and may be helped by adding new materials or using child's new interest in numbers as "By the time I count to 5." (4 yrs)							
58.	Asks for adult help as needed (5 yrs)							
59.	Inclined to "talk back" when frustrated (5 yrs)							
60.	Transitions are usually easy. If given warning, can complete an activity to his satisfaction (5 yrs)							
61.	Tends to boss or criticize playmates (6 yrs)							

Item No.	Instructions
	SOCIAL AND EMOTIONAL SKILLS
62.	Indicate sex of playmates in comments.
63.	
64.	
65.	
66.	

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	SOCIAL-EMOTIONAL SKILLS CONT'D							
62.	Child shows preference in play for one or two particular playmates (6 yrs)							
63.	Transitions from one activity to another made with ease. Accepts and copes with changes in environment and plans. Can carry an activity through several days. (6 yrs)							
64.	Comforts playmates in distress (7 yrs)							
65.	Tender and protective towards younger children and pets (7 yrs)							
66.	Accepts and uses constructive criticism and suggestions (7 yrs)							

4-7

Item No. Instructions

SOCIAL AND EMOTIONAL SKILLS

67. Definitions: 68.

1. Plays alone or engages in solitary play.

2. Child plays alongside another child and usually enjoys being with him but is primarily interested in his own activity.

3. Child has an increased interest in playing with other children. 2 or 3 may play together in a group but both the group and activity change constantly. Dramatization and imagination are beginning to enter into play. The child is willing to wait his turn and with supervision, will put his toys away. His block play is concerned largely with manipulation rather than building any one thing.

4. The child can engage in group play, the size of group ranging from two to five children. There is a definite interest in finishing an undertaking, even though it may need to be carried over from one day to the next. Dramatic play can be creative, both in actions and costumes which may be created from materials at hand. Also the child may play complicated games such as floor and table games.

SOCIAL-EMOTIONAL SKILLS

67. Levels of play (check area appropriate to child)

1. Isolate (0-2 yrs) _____
2. Parallel (2-3 yrs) _____
3. Associative (3-4 yrs) _____
4. Interactive or cooperative (5-6 yrs) _____

68.

Length of attention span	Less than 1 minute	1 to 5 minutes	5 to 10 minutes	over 10 minutes
1. Independently (self chosen)				
2. One-to-one				
3. Small Group (4 or less)				
4. Large Group				

Item No.	Instructions

SOCIAL AND EMOTIONAL SKILLS

69. Check box if appropriate behavior is present and briefly describe appropriate or inappropriate expression or gesture in comments section.

SOCIAL-EMOTIONAL SKILLS

69.

Emotion	Appropriately gestures or verbally expresses to adults	Appropriately gestures or verbally expresses to peers	Commentr
A. Happy			
B. Sad			
C. Aggressive			
D. Angry			
E. Frustrated			

Item No. | Instructions

SOCIAL AND EMOTIONAL SKILLS

70. % given are of behavior frequency.

SCHOOL BEHAVIOR CHECKLIST (4-7)

70.

	Item	(0-33%) Almost Never	(34-66%) Half The Time	(67-100%) Consistently
A.	Attends school regularly			
B.	Demonstrates self-control			
C.	Child accepts his own limitations without undue frustrations (Is he a good loser?)			
D.	Child engages in excessive show-off behavior			
E.	Child exerts a reasonable amount of effort and does not give up easily			
F.	Child is free from tensional outlets such as facial grimaces, nose picking, nail biting, thumb sucking, eye blinking, sniffling, or crying, nose twitching			

Item No.	
72.	assorted objects such as ball, box, chair

4-7

Item No. Instructions

LANGUAGE SKILLS

71. Yes = 4 correct. Emerging = 2 or 3 correct.

72. Tell child, without gestures: "Open the door, find the ball and put it in the box by the chair." Yes = correctly accomplished on 1st trial. Energing = correctly accomplished on 2nd trial.

73. Yes = 2 appropriate verbal statements. Emerging = 1 appropriate verbal statement. Give examples.

74. Obtain through repeated observations. Give examples.

75. Ask child to walk or scoot forward or backward.

76. Use either one of following sentences. "Tom has lots of fun playing ball with his sister." "Jane wants to build a big castle in her playhouse." Yes only if repeated verbatim (EXCLUDE articulation errors). Do not repeat sentences.

51

77. Give 2 examples in comments.

78. Give 2 examples in comments.

79. Ask child "What is a shoe? What is a clock?" Yes = both verbally defined correctly. Emerging = 1 defined.

52

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	LANGUAGE SKILLS							
71.	Responds correctly to questions (4 yrs) "Do boys play?" "Do chairs eat?" "Do airplanes fly?" "Do bananas telephone?"							
72.	Follows 3 stage command without gestures (4 yrs)							
73.	Answers comprehension questions requiring logical conclusions: (4 yrs) "What do you do when you're cold?" "What do you do when you're sleepy?"							
74.	Consistently comprehends concept of same/different (4 yrs)							
75.	Comprehends (can put self in positions of) beside, between, forward, backward (4 yrs)							
76.	Can repeat a 12 syllable sentence (4 yrs)							
77.	Uses many "how" and "why" questions. Asks for detailed explanations (4 yrs)							
78.	Uses compound sentences (I want to drink water and then play.) (4 yrs)							
79.	Can define shoe and clock (4 yrs)							

4-7

Item No.	Instructions

LANGUAGE SKILLS

80. Rating: 0-lacks desire and ability
1-has desire but lacks ability
2-lacks desire but has ability
3-has both desire and ability

81.

LANGUAGE EXPRESSION

80. For all verbal children. Rate the child from 0-3 on the following:

Expresses self clearly, easily, and readily _____

Verbal output appropriate to situation _____

Uses language spontaneously to communicate needs, feelings, ideas with children: _____
with adults: _____

Articulation

81. Check (✓) presence of behavior listed:

No intelligible utterances _____

Single words intelligible in imitation only _____

Single words intelligible _____

Sentences or phrases intelligible _____

Conversation intelligible _____

Multiple, obvious articulation errors _____

Drools continuously _____

Drools occasionally _____

Item No.	Instructions
	LANGUAGE SKILLS
82.	
83.	

Item No.	Item	
	Voice Quality	
82.	Check (✓) child's voice characteristics:	
	Inaudible	_____
	Low volume	_____
	Hoarse	_____
	Nasal	_____
	Has known allergy	_____
	Fluency	
83.	Check (✓) child's fluency:	
	Rate appears adequate	_____
	Word repetitions evident (I-I-I want a cookie)	_____
	Struggles to formulate words	_____
	Speaks too rapidly	_____
	Speaks too slowly	_____

Pre-Academic Materials List (4-7 Scale)

Item No.

87. pictures: cat, cup, fish feather

88. four boxes (assorted sizes)

89. four flannel shapes (square, circle, triangle, rectangle)

90. two balls (one hard, one soft); sand paper and writing paper

*91. paper squares, one each of red, blue, yellow, green, orange, purple

92. "Opposites" cards showing tall-short, up-down, open-shut

93. ten pictures of objects (7 must be kitchen items)

*94. two name cards (one must show name of child being assessed)

96. 26 letter cards (one alphabet letter to a card)

97. assorted coins

98. eight Tinker Toy sticks (four short, four long)

101. cube blocks

102. flannel shapes from #89

*103. paper squares from #91

105. 18 pictures of objects (a "cake" plus five food pictures, a "dress" plus five clothing pictures, a "cat" plus five animal pictures.)

106. 26 letter cards from #96

108. penny, nickel, dime

109. seven cube blocks

*110. 4 paper squares (pink, brown, white, black)

113. letter cards showing M, B, P, T, F (use cards from #96)

115. penny, nickel, dime

119. ten cube blocks

122. two pictures (bed, chair), pencil; stick

125. quarter, half dollar, dollar

126. clock

Item No. Instructions

PRE-ACADEMIC SKILLS

84. Ask child to tell you as many things to eat as he can in one minute. List all responses.

85. Demonstrate jumping. Ask "What am I doing?" Demonstrate clapping. Ask "What am I doing?" Yes = 2 correct responses.

86. Ask child: "Where does a fish live?" "Who brings your mail?" "What do we see with?" "When do you go to bed?" "Why don't you play with matches?" Yes = 4 or more appropriate responses.

87. Ask child to identify word you are saying. Hold 2 pictures, child is to point to one while you say phonetically.
c-a-t (use picturesof cat, cup)
f-i-s-h (use pictures of fish, feather)

88. Display four nesting boxes. Say, "Show me the <u>biggest</u> box. Show me the <u>smallest</u> box." Yes = 2 correct.

89. Have 4 flannel shapes on table. Say "Show me the square." Repeat for circle, triangle, rectangle. Indicate correct responses. Yes = 4 of 4

90. Show child 2 balls, 1 hard, 1 soft; Ask him to feel. Then ask, "Which one is <u>hard</u>, which one is <u>soft</u>?" Repeat with sand paper and writing paper using rough and smooth. Yes = 4 correct responses.

*91. Show child, one at a time, paper squares (red, blue, yellow, green, orange, purple). Ask the child to name each as it is shown. Score child "yes" if he names 3 colors. Indicate colors named.

92. Show child a pair of opposite cards. Ask "Which one is tall? Which one is short?" Repeat for up-down, open-shut. Yes = 3 pairs correct.

93. Display 10 pictures, 7 of which have a common property (Kitchen things). Say "Show me the things we use in the kitchen." Child must find 5 for yes.

*94. Show child 2 name cards, one of which has his name on it. Ask him to point to the card with his name on it.

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PRE-ACADEMIC SKILLS							
84.	Knows the names of things to eat (4 yrs)							
85.	Can answer "What" questions (4 yrs)							
86.	Can discriminate "wh-" questions (4 yrs)							
87.	Can blend sounds auditorially (4 yrs)							
88.	Points to "smallest", "biggest" object (4 yrs)							
89.	Points to 4 basic shapes when given name of shape (circle, square, triangle, rectangle) (4 yrs)							
90.	Can compare textures as: hard/soft rough/smooth, e.g. Which ball is hard? Soft? Which paper is rough? Smooth? (4 yrs)							
91.	Identifies 3 colors by name. (4 yrs)							
92.	Understands basic opposities (4 yrs)							
93.	Identifies 5 of 7 pictures in terms of use (4 yrs)							
94.	Recognizes his printed first name (4 yrs)							

4-7

Item No. | Instructions

PRE-ACADEMIC SKILLS

95. Does not have to give house number.

96. Show child letter cards, 1 at a time, of all 26 capital letters. Ask him to name letter as it is shown. Indicate letters named. Yes = 3 or more.

97. Show child a handful of coins. Ask him what it is. Child must answer money or may name coins.

98. Show 4 sets of Tinker Toy sticks, one set at a time. Ask child which is longer. Yes = 4 of 4.

99. At snack say "Take two cookies."

100. Counts to 10 correctly = yes. Says numbers but out of sequence = emerging.

101. Have 3 blocks on table. Ask child to count them pointing to each in turn. Check for 1-to-1 correspondence (Pointing to each in turn). Yes = correct 1-to-1 correspondence.

102. Teacher puts flannel square on table. Ask child "What shape is this?" Repeat for circle, triangle, rectangle. Yes = 4 of 4.

*103. Show, one at a time, paper squares of red, blue, yellow, green, purple, orange. Ask child to name color of each. Child must name all 6 colors correctly for yes. (If yes, see 110.)

104. Ask the child to complete the following: The sun shines during the day, the moon shines at _____. (night) On my hands I have fingers, on my feet I have _____. (toes) I eat from a plate, I drink from a _____. (cup or glass) A rabbit is fast, a turtle is _____. (slow) 3 correct responses = yes.

105. Organize the 3 categories by means of picture headings--cake for food, dress for clothes, cat for animal. Show child one picture at a time (15 in all), and have him put it with the category to which it belongs. He must correctly place at least 4 per category to pass.

106. Show child letter cards, 1 at a time, of all 26 capital letters. Ask him to name letter as it is shown. Indicate letters named. 6 correct responses =yes.

CASIS TEACHER CHECKLIST (4-7)

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PRE-ACADEMIC SKILLS CONT'D							
95.	Gives street he lives on (4 yrs)							
96.	Identifies 3 capital letters (4 yrs)							
97.	Recognizes money (4 yrs)							
98.	Can tell which of 2 sticks is longer (4 yrs)							
99.	Can give a set of 2 objects on request (4 yrs)							
100.	Counts to 10 by rote (4 yrs)							
101.	Counts a set of 3 blocks, pointing to each in turn (4 yrs)							
102.	Can name the basic shapes when asked (square, circle, triangle, rectangle) (5 yrs)							
103.	Identifies by name all primary and secondary colors (5 yrs)							
104.	Can make at least 3 opposite analogies (5 yrs)							
105.	Classifies at least 4 pictures into categories of animals, clothes, food (5 yrs)							
106.	Identifies at least 6 capital letters (5 yrs)							

Item No.	Instructions

PRE-ACADEMIC SKILLS

107. Indicate how far the child goes. All 26 letters in order = yes.

108. Have penny, nickel, dime on table. Ask child to point to appropriate coin when asked, e.g. "Show me the penny." 3 correct responses = yes. Indicate correct responses for emerging.

109. Have 7 blocks on table -- ask child to count them -- check for 1-1 correspondence. Number sequence must be correct for yes, out of sequence score as emerging.

*110. Show, 1 at a time, paper squares of pink, brown, black, white. Ask child to name color of each object as it is shown. 4 correct responses = yes. Indicate correct responses for emerging.

111. Ask child to give his house number and the street he lives on.

112. Ask child to tell his birthday, month and day. Yes = month and day.

113. Show child cards, 1 at a time, with the following letters on them: M,B,P,T, and F. As each card is shown, ask the child to make the sound of letter. If necessary the teacher can give an example using the letter D. 5 correct responses = yes. Indicate correct responses for emerging.

114. Ask the child to name a word that starts like each of the following words; car, ball, duck, rat, map. 5 correct responses = yes. Record responses.

115. Show penny, nickel, dime, 1 at a time. Ask child to name each coin. 3 correct = yes.

116. Ask child to name days of the week in order, beginning with Sunday. Then ask what day today is. 8 correct responses = yes.

117. Ask child "What time do you go to bed?" Child must be able to give clock time answer, such as 6:00. Need not be correct answer.

118. Ask child what to do in each season, e.g. "What do we do in winter?" Must give at least one appropriate response for each season. Record responses. 4 correct responses, one for each season, for yes.

119. Have 10 blocks (a set) on table. Ask child to count them. Check for 1-to-1 correspondence. Number sequence must be correct for yes.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PRE-ACADEMIC SKILLS CONT'D							
107.	Can say alphabet by rote (5 yrs)							
108.	On request, can point to a penny, nickel and dime (5 yrs)							
109.	Counts a set of 7 blocks, pointing to each in turn (5 yrs)							
110.	Identifies by name pink, brown, black, and white (6 yrs)							
111.	Gives home address (6 yrs)							
112.	Gives birthday (6 yrs)							
113.	When shown a letter, the child will be able to give the appropriate sound (6 yrs)							
114.	Can name a word which starts like another (6 yrs)							
115.	Names penny, nickel, dime (6 yrs)							
116.	Can name days of the week in order. Knows what day it is. (6 yrs)							
117.	Can answer question about clock time. (6 yrs)							
118.	Understands the seasons of the year (6 yrs)							
119.	Counts a set of 10 blocks, pointing to each in turn (6 yrs)							

4-7

Item No.	Instructions
	PRE-ACADEMIC SKILLS
120.	Ask child to count as far as he can, starting at one. Note: If he can correctly go past 50, check off next item. Correct sequence = yes, numbers not in order = emerging.
121.	See previous item.
122.	Show child pictures of bed and chair. Ask him to tell how they are same and different. Show pencil and stick. Repeat questions. Record responses. Score yes for four correct responses; child must get one appropriate response for both same and different on each pair to pass.
123.	
124.	Ask child how many pennies in a nickel, then a dime. He must correctly reply on both for a yes.
125.	Show child quarter, half dollar, and dollar, one at a time. Ask him to name each. 3 correct responses = yes.
126.	Show child a clock set at 3:00, and ask him what time it is. He must answer in terms of "big hand is on the 12, little hand is on 3" or give correct time.
127.	Ask child, "What comes after 8"; "What comes before 3?" 2 correct responses = yes.

Item No.	Item	Fall Yes	Fall No	Fall Emerg.	Spring Yes	Spring No	Spring Emerg.	Comments
	PRE-ACADEMIC SKILLS CONT'D							
120.	Can rote count to 30 or more (6 yrs)							
121.	Rote counts to 50 (7 yrs)							
122.	Tells similarities and differences in pictures and objects (7 yrs)							
123.	Gives phone number (7 yrs)							
124.	Knows number of pennies in a dime and nickel (7 yrs)							
125.	Names quarter, half dollar, dollar (7 yrs)							
126.	When asked to give time, child reports time in terms of "the big hand is on ____, the little hand is on ____." (7 yrs)							
127.	Tells what number follows "8" and what comes before "3". (7 yrs)							

Procedure for Completing Profile Sheet

1. When administering a scale, mark "yes" for all items which you determine a child has already achieved. In the Comments column, state "beyond this stage."

2. When doing both 0-4 and 4-7 scales on one child, remember to exclude 4 year (48 month) level items on the 4-7 scale, i.e. begin with 5 year level items. This avoids duplication.

3. On the profile sheet, use a different color pen for pre and post tests. In the upper right hand corner of the sheet note the color used for each.

4. A number typed in a box is the number of items for that age bracket. For example, there are four items in the 48-60 month age bracket for the Perceptual skills section. A child obtaining a "yes" on all four of these items would be at the 60 month level. Consider each of these typed numbers as a denominator.

5. For each age bracket count the number of items which were scored "yes". Enter this number as a numerator above the appropriate denominator.

6. In the pre and post columns on the right of each section enter:

$$\frac{\text{Total number of items scored "yes"}}{\text{Total number of items ATTEMPTED or obviously already achieved}}$$

7. For the pretest administration of each section, a line may be drawn on the profile sheet beginning at the 0 Month level on the left. The line should extend to a point on the right which represents the last item scored "yes".

   If not all items in the last age bracket were scored "yes", the line will reach only part way across the age bracket. Extend the line into the age bracket a proportionate distance representing the fraction of items in that age bracket scored "yes".

   A similar line may be drawn in a different color for the post test administration.

8. Once both pre and post tests have been completed, the difference column (on the far right) may be used to record gains/losses:

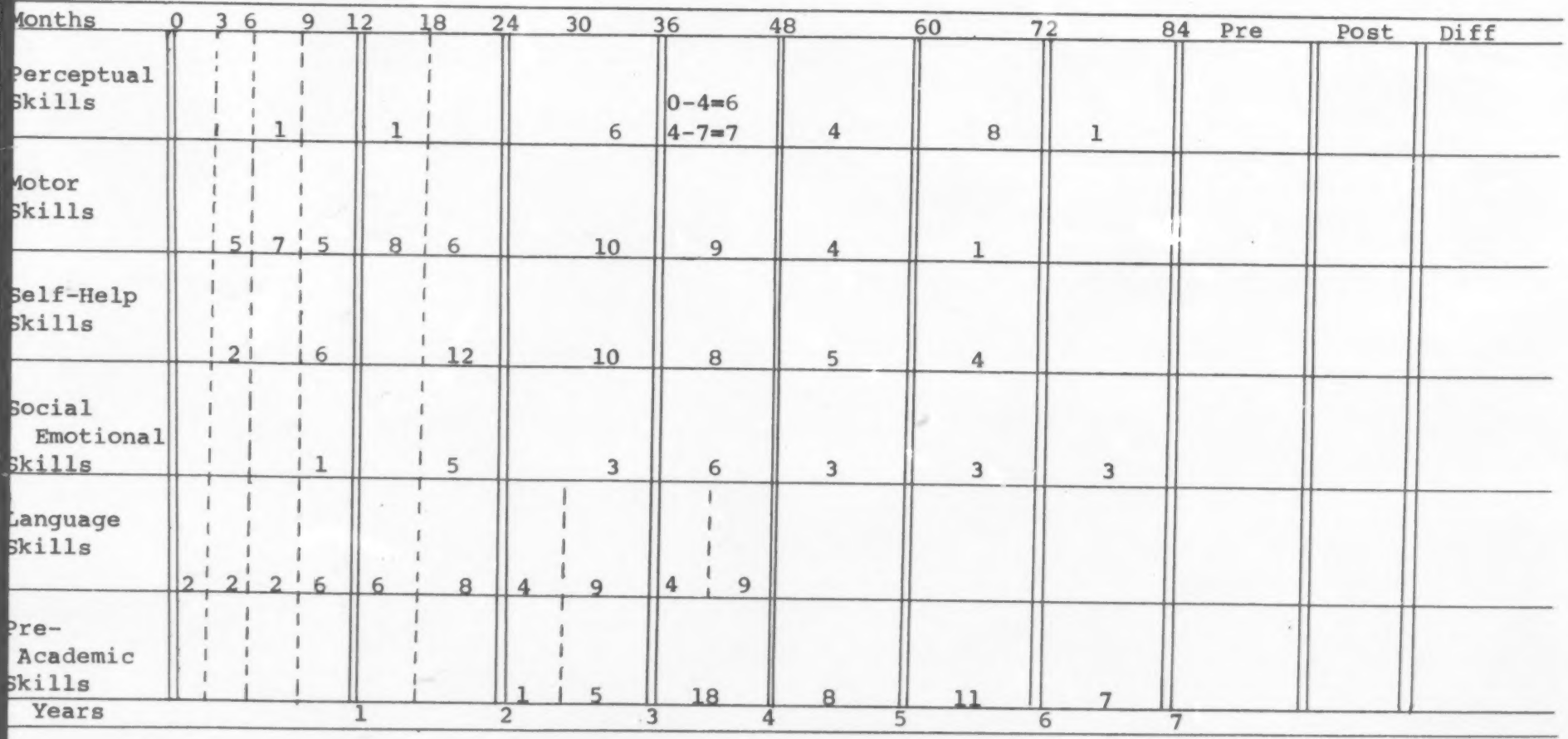
   Difference = Post numerator - Pre numerator

   Enter the difference in the appropriate difference box, being sure to include a "+" or "-" sign to indicate an overall gain or loss for that section.

Casis Teacher Checklist Rating Scale
Birth to 7 Years

Child's Name_____
Pretest Date _____
Posttest Date _____

Pretest Color_____
Posttest Color_____


Months 0 3 6 9 12 18 24 30 36 48 60 72 84 Pre Post Diff
Perceptual Skills
1 1 6 0-4=6 4-7=7 4 8 1
Motor Skills
5 7 5 8 6 10 9 4 1
Self-Help Skills
2 6 12 10 8 5 4
Social Emotional Skills
1 5 3 6 3 3 3
Language Skills
2 2 2 6 6 8 4 9 4 9
Pre-Academic Skills
1 5 18 8 11 7
Years 1 2 3 4 5 6 7

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